



# College Town Primary School - Year 6 Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science: Working Scientifically</b>	<p>Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus).</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus).</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus).</p> <p>Use test results to make predictions to set up further comparative and fair tests (Year 6 focus).</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 6 focus).</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Year 6 focus).</p> <p>Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.</p> <p>Group and classify things and recognise patterns.</p> <p>Find things out using a wide range of secondary sources of information.</p> <p>Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.</p>					
<b>Science</b>	<p><b>Living things and their habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a</p>	<p><b>Animals, including humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported</p>	<p><b>Evolution and inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p><b>Light and Shadow</b></p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to</p>	<p><b>Revision and Expansion</b></p> <p><b>Suggested Science Unit: <u>Ethnic Minority and Women Scientists of the 21st Century</u></b></p> <p>Watch interviews of the Scientists.</p> <p>Consider the social, economic and racial prejudice against these scientists.</p> <p>Complete STEM activities from 'Inspiring</p>

		<i>simple circuit in a diagram.</i>	<i>within animals, including humans</i>	<i>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i>	<i>objects and then to our eyes.</i>  <i>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i>	Scientists' unit. Each scientist has suggested activities that link to the Science studied by the scientist & timelines of their careers. e.g. Maggie Aderin-Pocock, Charlotte Armah, Sanjeev Gupthah  <b>Science Week and running Science fair.</b>
<b>Art</b>	<b>WW2 Shadow Art</b> Select ideas based on first hand observations, experience or imagination and develop these through open ended research.  Refine his/her use of learnt techniques.  Adapt his/her own final work following feedback or discussion based on their preparatory ideas.  Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.  Explain and justify preferences towards different styles and artists.  Begin to develop an awareness of composition, scale and proportion in their work.		<b>Andy Warhol – Volcano Drawing</b> Select ideas based on first hand observations, experience or imagination and develop these through open ended research.  Refine his/her use of learnt techniques.  Adapt his/her own final work following feedback or discussion based on their preparatory ideas.  Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.  Explain and justify preferences towards different styles and artists.  Begin to develop an awareness of			

	<p>Use simple perspective in their work using a single focal point and horizon.</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p> <p>Follow a design brief to achieve an effect for a particular function.</p>		<p>composition, scale and proportion in their work.</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p> <p>Follow a design brief to achieve an effect for a particular function.</p>			
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<b>Computing</b>	<p><b>E- safety</b> <i>Use technology respectfully and responsibly.</i></p> <p><i>Identify a range of ways to report concerns about content and contact in and out of school.</i></p>	<p><b>Net - Searching and Network - Microsoft</b> <i>Be discerning when evaluating digital content.</i></p> <p><i>Use filters in search technologies effectively and is discerning when evaluating digital content.</i></p> <p><i>Understand how computer networks enable computers to communicate and collaborate.</i></p> <p><i>Begin to use internet services within his/her own creations to share and transfer data to a third party.</i></p>	<p><b>Using ICT – Embedded in all Subjects</b> <i>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.</i></p> <p><i>Design and create a range of programs, systems and content for a given audience.</i></p> <p><i>Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</i></p>	<p><b>Using ICT – Embedded in all subjects</b> <i>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.</i></p> <p><i>Design and create a range of programs, systems and content for a given audience.</i></p> <p><i>Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</i></p>	<p><b>Using ICT – Embedded in all Subjects</b> <i>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.</i></p> <p><i>Design and create a range of programs, systems and content for a given audience.</i></p> <p><i>Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</i></p>	<p><b>Programming – Link with Sandhurst School</b> <i>Include use of sequences, selection and repetition with the hardware used to explore real world systems.</i></p> <p><i>Solves problems by decomposing them into smaller parts.</i></p> <p><i>Create programs which use variables.</i></p> <p><i>Use variables, sequence, selection, and repetition in programs.</i></p> <p><i>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.</i></p>
<b>Design Technology</b>		<p><b>Light up boxes</b> <i>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</i></p> <p><i>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p><i>Apply his/her knowledge of materials and</i></p>		<p><b>Great British Dishes</b> <i>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</i></p> <p><i>Use information on food labels to inform choices.</i></p> <p><i>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.</i></p>		<p><b>Props for Play</b> <i>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</i></p> <p><i>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p> <p><i>Apply his/her knowledge of materials and</i></p>

		<p><i>techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</i></p> <p><i>Use technical knowledge accurate skills to problem solve during the making process.</i></p> <p><i>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made.</i></p> <p><i>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</i></p>				<p><i>techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.</i></p> <p><i>Use technical knowledge accurate skills to problem solve during the making process.</i></p> <p><i>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made.</i></p> <p><i>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately.</i></p>
<b>History</b>	<p><b>Life during WW2</b>  <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>Understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>Make confident use of a variety of sources for independent research.</i></p>			<p><b>How life has changed since the 1940's</b>  <i>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</i></p> <p><i>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</i></p> <p><i>Describe a local history study.</i>  <i>Describe a study of an aspect or theme in</i></p>		<p><b>Overview of Earliest Civilisations – Shang Dynasty</b>  <i>Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</i></p>

				<i>British history that extends his/her chronological knowledge beyond 1066.</i>		
<b>Geography</b>		<p><b>Our Local Area</b></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</i></p> <p><i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p> <p><i>Use maps, charts etc. to support decision making about the location of places new bypass.</i></p>	<p><b>Extreme Earth</b></p> <p><i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p><i>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p> <p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</i></p>			
<b>Music</b>	<p><b>Out of the Ark harvest songs</b></p> <p><b>Harvest Samba</b></p> <p><b>Harvest song</b></p>	<p><b>Christmas Carol Concert songs – Vocal score (sheet music)</b></p> <p>Sing as part of an ensemble with full</p>	<p><b>Instruments: Beginner Keyboard course</b></p> <p><i>Sing as part of an ensemble with full</i></p>	<p><b>Exploring notation further</b></p> <p><i>Sing as part of an ensemble with full confidence and precision.</i></p>	<p><b>Using chords and structure</b></p> <p><b>This could include keyboards or glockenspiels to practise chords</b></p>	<p><b>End of year play songs</b></p> <p><i>Sing as part of an ensemble with full confidence and precision.</i></p>

	<p><i>Sing as part of an ensemble with full confidence and precision.</i></p> <p><i>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</i></p> <p><i>Develop a deeper understanding of the history and context of music.</i></p> <p><i>Appropriately discuss the dimensions of music and recognise them in music heard.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p>	<p><i>confidence and precision.</i></p> <p><i>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</i></p> <p><i>Develop a deeper understanding of the history and context of music.</i></p> <p><i>Appropriately discuss the dimensions of music and recognise them in music heard.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</i></p>	<p><i>confidence and precision.</i></p> <p><i>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</i></p> <p><i>Create a simple composition and record using formal notation.</i></p> <p><i>Appropriately discuss the dimensions of music and recognise them in music heard.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</i></p> <p><i>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p><i>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</i></p> <p><i>Create a simple composition and record using formal notation.</i></p> <p><i>Develop a deeper understanding of the history and context of music.</i></p> <p><i>Appropriately discuss the dimensions of music and recognise them in music heard.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p><i>Sing as part of an ensemble with full confidence and precision.</i></p> <p><i>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</i></p> <p><i>Create a simple composition and record using formal notation.</i></p> <p><i>Develop a deeper understanding of the history and context of music.</i></p> <p><i>Appropriately discuss the dimensions of music and recognise them in music heard.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-</i></p>	<p><i>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</i></p> <p><i>Create a simple composition and record using formal notation.</i></p> <p><i>Develop a deeper understanding of the history and context of music.</i></p> <p><i>Appropriately discuss the dimensions of music and recognise them in music heard.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-</i></p>
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					related dimensions of music.	
<b>RE</b>	<b>Christianity</b> <i>Explain how beliefs, practices and community can support or determine responses to matters of life and death.</i>	<b>Christianity</b> <i>Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</i>	<b>Sikhism</b> <i>Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</i>  <i>Explain and Demonstrate how and why believers show courage and commitment.</i>	<b>Christianity</b> <i>How can music and the arts help express and communicate religious beliefs?</i>  <i>How well does faith help people cope with matters of life and death?</i>	<b>Sikhism</b> <i>Do Rites of Passage always help a believer to feel connected to Guru Nanak and their community?</i>  <i>What difference might it make to believe in Guru Nanak as creator?</i>	<b>Christianity</b> <i>How can music and the arts help express and communicate religious beliefs?</i>  <i>How well does faith help people cope with matters of life and death?</i>
	<p><i>Begin to Use Some Philosophical Language and an Increasingly Wide Religious and Moral Vocabulary to Explore and Suggest Some Reasons for The Similarities And Differences In Beliefs And Teachings, Both Within And Between Religions.</i></p> <p><i>Explain How Religious Beliefs And Ideas Influence Practices And Lifestyles And Explore How These Beliefs And Ideas Lead To Diverse Practice, Both Within And Between Religions.</i></p> <p><i>Explain The Reasons For Diverse Forms Of Expression In Religious Teachings, Including Sacred Texts, Both Within And Between Religions.</i></p> <p><i>Explore And Suggest Reasons For His/Her Own And Other People's Views, Including Religious Ideas About Human Identity And Experience.</i></p> <p><i>Explain His/Her Own Philosophical, Moral And/Or Religious Responses To A Range Of Ultimate Questions And Explore The Views Of Others Including Different Religious Perspectives.</i></p> <p><i>Explain, With Reasons, Religious Views About Moral And Ethical Issues And Explore His/Her Own Views And Those Of Others In Relation To These Issues.</i></p>					
<b>Spanish</b>	<b>The Date Revision (IN)</b>	<b>Habitats (IN)</b>	<b>Clothes (IN)</b>	<b>At School (PR)</b>	<b>At the Weekend (PR)</b>	<b>Vikings (PR)</b>
	<p><i>Have an awareness of similarities and differences in grammar between different languages.</i></p> <p><i>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</i></p> <p><i>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</i></p> <p><i>Attempt to read a range of texts independently, using different strategies to make meaning.</i></p> <p><i>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</i></p> <p><i>Engage in longer conversations, asking for clarification when necessary.</i></p> <p><i>Create his/her own sentences using knowledge of basic sentence structure.</i></p> <p><i>Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</i></p>					



	Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.					
	Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.					
<b>PSHE</b>	<p><b>Being Me in My World</b></p> <p>Identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>Know that there are universal rights for all children but for many children these rights are not met.</p> <p>Understand that actions affect other people locally and globally.</p> <p>Make choices about own behaviour and understand how rewards and consequences feel and understand how these relate to rights and responsibilities.</p> <p>Understand how an individual's behaviour can impact on a group.</p> <p>Understand how democracy and having a voice benefits the school community.</p> <p><u>British Values Covered</u>  Democracy  Rule of Law  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><b>Celebrating Differences</b></p> <p>Understand there are different perceptions about what normal means.</p> <p>Understand how having a disability could affect someone's life.</p> <p>Explain some of the ways in which one person or a group can have power over another.</p> <p>Know some of the reasons why people use bullying behaviours.</p> <p>Give examples of people with disabilities who lead amazing lives.</p> <p>Explain ways in which differences can be a source of conflict and a cause for celebration.</p> <p><u>British Values Covered</u>  Democracy  Rule of Law  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><b>Dreams and Goals</b></p> <p>Know my learning strengths and can set challenging realistic goals.</p> <p>Work out the learning steps I need to take to reach my goal and understand how to motivate to work on these.</p> <p>Identify problems in the world that concern me and talk to other people about them.</p> <p>Work with other people to help make the world a better place.</p> <p>Describe some ways in which you can work with other people to help make the world a better place.</p> <p>Know what some people like or admire about me and accept praise.</p> <p><u>British Values Covered</u>  Democracy  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><b>Relationships</b></p> <p>Can identify the most significant people to be in my life so far.</p> <p>Know some of the feelings we can have when someone dies or leaves.</p> <p>Understand that there are different stages of grief and there are different types of loss that cause people to grieve.</p> <p>Recognise when people are trying to gain power or control.</p> <p>Understand how technology can be used to try to gain power or control and use strategies to prevent this.</p> <p>Use technology positively and safely to communicate with friends and family.</p> <p><u>British Values Covered</u>  Democracy  Rule of Law  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><b>Healthy Me</b></p> <p>Know the impact of food on the body.</p> <p>Know about the different types of drugs and their uses and their effect on the body.</p> <p>Evaluate when alcohol is being used responsibly, anti – socially or being misused.</p> <p>Know and can put into practice basic emergency aid procedures and how to get help in emergency situations.</p> <p>Understand what it means to be emotionally well and can explore people's attitudes towards mental health.</p> <p>Recognise when I feel stressed and the triggers that cause this.</p> <p><u>British Values Covered</u>  Democracy  Rule of Law  Mutual Respect  Tolerance of those of different faiths and beliefs</p>	<p><b>Changing Me</b></p> <p>Aware of my own self – image and how my body image fits into that.</p> <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>Can ask questions about changes during puberty.</p> <p>Describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>Understand how being physically attracted to someone changes the nature of the relationship.</p> <p>Identify what I am looking forward to and what worries me about transition to secondary school.</p> <p><u>British Values Covered</u>  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p>
<b>PE</b>	<b>Tag Rugby</b> Perform a 'drop-kick'.	<b>Hockey</b>	<b>Gymnastics</b>	<b>Basket Ball</b>	<b>Cricket</b>	<b>Athletics</b>

	<p><i>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</i></p> <p><i>Analyse, modify and refine skills and techniques and how these are applied.</i></p> <p><i>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</i></p>	<p><i>Strike a ball with a range of bats for accuracy and distance.</i></p> <p><i>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</i></p> <p><i>Analyse, modify and refine skills and techniques and how these are applied.</i></p> <p><i>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</i></p>	<p><i>Develop flexibility, strength, technique, control and balance.</i></p> <p><i>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</i></p> <p><i>Analyse, modify and refine skills and techniques and how these are applied.</i></p> <p><i>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</i></p>	<p><i>Perform a 'basketball dribble'.</i></p> <p><i>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</i></p> <p><i>Analyse, modify and refine skills and techniques and how these are applied.</i></p> <p><i>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</i></p>	<p><i>Strike a ball with a range of bats for accuracy and distance.</i></p> <p><i>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</i></p> <p><i>Analyse, modify and refine skills and techniques and how these are applied.</i></p> <p><i>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</i></p>	<p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p> <p><i>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</i></p> <p><i>Analyse, modify and refine skills and techniques and how these are applied.</i></p> <p><i>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</i></p>
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